

PPG Action Plan – Academic Year 2017-18

Possible Barriers to learning include:

- Inability to access texts due to low level skills
- Parental engagement
- Lack of positive attitude to learning/disengagement
- Academic/mental health issues
- Pupils with SEN
- Attendance and punctuality issues
- Low income
- Lack of understanding to help with homework
- Social deprivation leading to low self-esteem which impacts upon 1:1 individual support and small group work
- Complex emotional needs

The Meadow Community Primary School's Pupil Premium Profile 2017-8				
Total number of pupils in the school:		412		
Number of Pupil Premium/Post LAC eligible pupils:		79		
Amount per pupil:		£300		
		£1,320		
		£1900		
Total Pupil Premium budget:		£91,000		
Breakdown of Cost Centre Allocations specifically for Pupil Premium				
<i>Cost Centre</i>	<i>Description</i>	<i>Allocated</i>	<i>Expenditure to date</i>	<i>Purpose</i>
PP Learning Support	<ul style="list-style-type: none"> • 1:1 support/small group with L. Wilson • ELSA support with A. Hudson • TA support – afternoon interventions • Lego Therapy • Forest School • Breakfast(nurture) • Other TA support in class to meet targets 	£72,889	£27,500	<p>To provided 1:1 support in key areas of learning as identified by the class teacher.</p> <p>To provide ELSA support to meet children's behavioural, social and emotional needs.</p> <p>To support small groups of PP children in areas outlined by the class teacher.</p> <p>To meet the behavioural, social and emotional needs of pupils</p> <p>To provide a Breakfast Club/Conservatory (Nurture) for pupils who require social and</p>

	<ul style="list-style-type: none"> LP – Family learning (KS1) Teacher after school intervention 			<p>emotional support. To provide a structured lunchtime for pupils who need support with behaviour.</p> <p>TAs provide homework support, support with mathematics, writing and reading – after school</p> <p>Work with harder to reach families – KS1</p> <p>Teachers to provide targeted support for Year 6 PP children.</p>
Breakfast Staff	Breakfast Club provision	£1000	£200	<p>To meet social, emotional and behavioural needs of pupils.</p> <p>To improve attendance and punctuality</p> <p>To improve academic achievement through support with homework and reading.</p>
PP Access to activities	Access to extra-curricular clubs/activities	£1000	£189	<p>To meet social, emotional and behavioural needs of pupils.</p> <p>To improve attendance</p> <p>To improve academic achievement</p>
PP uniform	Contribution to school uniform - FSM	£800	£155	<p>To contribute to the cost of school uniform impacting on emotional and social needs (sense of belonging)</p> <p>Impact on behaviour and academic achievement</p>
Access to activities	Trips and enrichment opportunities - FSM	£1000	£300	To pay for school trips and enrichment opportunities 50% trips
Counselling	Support children with social and emotional issues	£3600	£1400	Provide children with support.

Wider Opportunity	Music lessons	£5000	£0	To pay for lessons and enrichment opportunities
Wider opportunity	investigate links with university	£2000	£0	To provide high aspirations for PP children
Milk	Free milk for children receiving free school meals	£1001.88		
Forest school	Children learn in an outdoor environment	£1250		To engage different learning styles
Resources	Any resource to support children in their learning	£1459.12	£100	To support children across the curriculum
		£91,000	£29,844	

As such, the following plan is designed to tackle these issues and enable pupils to make at least good progress:

Action Plan - Pupil Premium Provision Map			
Year Group	No. of children*	Planned Provision By class teacher, LSA and SLT	Target Outcome End of Year (how will we measure outcomes?)
All year groups	79	<p>All pupils to benefit from teaching methods promoting moderate – high impact provision(based on Sutton Trust research measures):</p> <p>1:1 tuition +5 months</p> <p>Pastoral Support +5 months</p> <p>Wider opportunities +2 months</p> <p>Collaborative learning/oral language interventions +5 months</p> <p>Reading comprehension strategies +5 months</p> <p>Self-regulation strategies for learning +8 months</p> <p>Digital technology +4 months</p>	At least minimum progress measures achieved.

		<p>Good quality feedback and time an adult to re-edit work</p> <p>Peer tutoring +5 months</p>	
R	13	<ul style="list-style-type: none"> • Progress intervention 1:1 - Phonics Intervention • Maths intervention (acquisition of number, counting, 1 more and 1 less – all up to 20) • Social Skills – Breakfast club • Small group support – games (PSE) • LSA classroom support • Access to extra-curricular activities/trips • Maths support take home resources • Adult learning • ELSA 	<ul style="list-style-type: none"> • Expected in Maths in EYFS profile • Expected in PSED in EYFS profile • Lesson observation • Behaviour log • Reading at home
1	8	<ul style="list-style-type: none"> • Group intervention with NF before school • Writing, phonics and maths support x 15 minutes of each every Monday • 1:1 FFT intervention with LW (3 sessions per week) • 1:1 Support with class teacher and TA in Maths and English lessons • 1:1 reading x2 15 minutes every week • ELSA • SALT • School Uniform 	<ul style="list-style-type: none"> • 6 points progress in Maths, reading and writing • Tracking of SS in reading and spelling tests • Lesson observation • Behaviour log • Reading at home • Phonics screening
2	8	<ul style="list-style-type: none"> • Phonics support CR (daily) • Maths and English support in class • Follow up work for writing and maths (polishing, correcting, post teaching) • Focus group in class for writing • Focus group in class for maths • ELSA 	<ul style="list-style-type: none"> • Age-Related expectations in Reading, Writing, Maths and GAPS • Lesson observation • Reading at home • Pass Phonics Screening Test (retake for 2 pupils)
3	9	<ul style="list-style-type: none"> • 1:1 Reading 2 x week • Reciprocal reading morning intervention • Response marking to class tests 3 x week • Small group support in class everyday (maths, writing and reciprocal reading) • Pre/Post teaching sessions when necessary • School uniform • SALT • ELSA 	<ul style="list-style-type: none"> • 6 points progress in reading, writing and maths • Lesson observation • Reading at home
4	11	<ul style="list-style-type: none"> • Spelling and punctuation support – LW • Reading comprehension – LW • Spelling support – TW • Reciprocal Reading – TW • Number and calculation work – TW • ELSA 	<ul style="list-style-type: none"> • 6 points progress in reading, writing and maths • Lesson observation • Reading at home
5	12	<ul style="list-style-type: none"> • Reciprocal reading • English and maths – LW • PP intervention - afternoons 	<ul style="list-style-type: none"> • 6 points progress in reading, writing and maths

		<ul style="list-style-type: none"> • ELSA 	<ul style="list-style-type: none"> • Lesson observation • Reading at home
6	18	<ul style="list-style-type: none"> • After school intervention 1:1 – JE, TB, DR • Handwriting groups – JW • Small group interventions • Nesy – Specific children • Maths support – HK, EG • Reading intervention • Parent meetings – maths support • Revision books 	<ul style="list-style-type: none"> • Make ARE in reading, writing and maths • Lesson observation

Other indicators of success (for all PPG children) will be:

- Attendance above 96%
- The target for progress for PPG children is 6 points.
- Reaching age-related expectations (bands) by the end of the year
- Attendance at extra-curricular provision (invitations where necessary)
- Homework completed each week

All of the above to be tracked on a half termly basis.

Next Steps:

- SLT to conduct regular book scrutiny to check on progress of all PPG children focus on visible progress and impact of marking and feedback
- Governors to be provided with information which clearly identifies attainment and progress of PPG
- Lesson observations to focus on PPG children (as well as any specifics for that teacher)
- Continue to track parents' attendance at parents' evening. SLT to follow up with non-attenders and seek ways to invite them in. Encourage before the parents' evenings of those we'd predict lack of attendance.
- Class teachers/LSA staff to specifically work with PPG children to ensure that they know the next steps in their learning.
- Monitor the impact of 1:1/small group support
- Encourage take up of new after-school clubs (fund through PP grant) and music tuition
- Consider ways of improving attendance for pupil premium pupils who have attendance below 90%
- Monitor punctuality.
- Measure the impact of ELSA support (Emotional Literacy Support to provide out-come focused programmes to meet temporary or long term emotional or social needs.
- Carry out child and parental questionnaire for evidence of impact and parental views.